

## Rural Camp at Kakoi Village

Rural Camp is an important and mandatory component for Master of Arts in Social Work (MASW) students. A five day Rural Camp 2019 was held on the theme "Swachh Gaon Sundar Bharat" from 5<sup>th</sup> to 9<sup>th</sup> February, 2019 in Kakoi Village, Kimin Sub-Division, Papumpare district of Arunachal Pradesh for the II and IV semester MASW students. To finalize the village, preparatory visits were made by the head of the department along with faculty members. After several visits, the Circle Officer of Kakoi Circle, Ms. Khoda Rakhi gave the permission letter to conduct the Rural Camp in Kakoi village. Subsequently, students were assigned various responsibilities and they were categorized into different groups and committees for allotment of task and the smooth functioning of the camp. Participants comprised of 51 students (24 Male and 27 Female) of even semester along with 3 faculty members. The central theme of the Rural Camp was "Swachh Gaon Sundar Bharat" along with the following specific objectives:

- a. To expose the students to rural life and developing capacities and attitudes suitable for group living;
- b. To enable the students to learn about strengthening the village community by identifying the prevailing situation in the village;
- c. To inculcate the spirit of community participation and working in a team; and
- d. To provide the opportunity for utilizing the social work skills, values, methods, techniques, principles, approaches etc. in the process of rural development.

The Programme was inaugurated on the 5<sup>th</sup> of February, 2019 by Hon<sup>ble</sup> Vice Chancellor of Rajiv Gandhi University, Prof. Saket Kushwaha, who was the Chief Guest along with other dignitaries, Shri Umesh Kumar Thapliyal, Commandant, NDRF, 12Bn, Doimukh, the Guest of Honour, and Miss Khoda Rakhi, Circle Officer, Kakoi Circle. Prof. Saket Kushwaha, Hon<sup>ble</sup> Vice Chancellor of Rajiv Gandhi University encouraged the student community to focus on simplistic living in order to attain inner peace and happiness and also stressed on the importance of the family in upbringing of socially, conscious children. He motivated the school students to dream big and work towards it. Shri Umesh Kumar Thapliyal, in his address highlighted how street play can be used as a crucial tool among social workers who are also the social soldiers of the nation. He encouraged students to move out of their comfort zones and acquire new experiences in life. Ms. Khoda Rakhi, in her speech assured the university of her support and

wishes for the success of the rural camp and requested the social work students to not only create awareness among the village communities but also to be open minded in learning the indigenous knowledge from them so that there is mutual learning and experience sharing during the camp. Various activities were conducted to achieve the above objectives of the camp. Some of the activities which were performed during the camp include Lectures, Participatory Rural Appraisal (PRA), Awareness Programs, Skit Play, Social Service, Cultural Programs etc. Brief activity report has been discussed below. Community Profile Kakoi was divided into three segments Kakoi 1, Kakoi 2, and Kakoi 3 in the year 2000. It is about 14 kilometers from Kimin Sub-Subdivision and around 70 kilometers from the district headquarters Yupia. Kakoi is also one of the Circles of Kimin Sub-Division. As per social category, majority of the population belonged to Nyishi Tribe whereas some households belong to general category, specially those who have come from Assam. Religion wise, Christianity prevails more as compared to other religion in the village. In 1976, residents of Kakoi were converted into Christianity. Electricity in the village came in 1986 and a well constructed girls' hostel was constructed in 2016. Under Swachh Bharat Mission, toilet facilities were constructed in 2017. Culturally, tribal culture is predominant and the impact of modernization is quite evident in their lives. Kakoi shares a boundary with the neighbouring state i.e. Assam and Lilabari Airport is very near (approximately 9 kilometers) from this village. Arunachal Pradesh State Transport provided a regular bus service from Itangar to Kakoi which helps villagers to commute regularly to the town for their daily needs. There is a middle school, circle office, health center, and forest office in the village. The nature of the villagers is very welcoming and participatory. The brief statistical profile of Kakoi 1, 2 and 3 respectively is given below:

Sl.	Particular	Description
<b>Kakoi 1</b>		
1	Total Population	125
	a. Male	80
	b. Female	45

2	No. of Households	16
3	Person with Disability	1
4	Type of Road	Kutcha
5	School	Nil
6	Kutcha Houses	16
7	Electricity	Available
8	Agriculture	Banana, Sugarcane, Betel Nut, Orange, Rice
9	Habitants	Nyishi (ST), Adivasi
10	Religion	Christian, Hindu
11	Anganwadi Worker	2

**Kakoi 2**

1	Total Population	206
	a. Male	104
	b. Female	102
2	No. of Households	44
3	Educational Institutions	1
	a. Middle School	1 (27 students enrolled)
	b. Anganwadi Center	
4	Police Station	1
5	Social Category	ST (Nyishi), General
6	Religion	Majority Christian (98%), Other religion (2%) *source: Anganwadi Worker
7	Cash crops	Rice, Tea, Chilli, Ginger
8	Economy	Agriculture Based
9	Health Care Centre	1
	a. Nurses	2
	b. Doctor	1
	c. Ambulance	1
	d. ASHA	1
	e. Veterinary	1
	f. Transportation	1 (APST bus from Naharlagun to Kakoi)

**Kakoi 3**

1	Demographic Profile:	
	a. Total Households	11
	b. Total population	Approx 90
2	Anganwadi	1
3	Tea Garden	2
4	Shops	2
5	Betel nut garden	3

6	Other Crops	Paddy Fields, Bamboo Plantation, Banana Plantation
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**Tools and Techniques** Various tools and techniques were used by the Social Worker Trainees (SWT) such as Participatory Rural Appraisal (PRA) i.e. Social Mapping, Resource Mapping, Transact Walk, Problem Tree Analysis, Venn-Diagram, Focused Group Discussion (FGD), and Timeline. Other methods like Participant Observation, Interview, Observation, Street Play, Programme Media - Video Clippings, Short Films, Power Point Presentations, Discussions and Lectures were also used.

**Issues and Interventions** With the application of the PRA tools, FGDs and Participant Observation and Interview, the trainee social workers identified the various issues prevalent in the village which is subdivided into three (3) small villages. Accordingly, the interventions had been implemented. Assessment and interventions of the issues and concerns in the village were carried out simultaneously. The table below highlights the issues identified and programme and activities undertaken.

Village Division	Issues	Interventions
Kakoi 1	<ul style="list-style-type: none"> <li>- Mid-day meal Accessibility and Quality</li> <li>- Inability to avail loans from Bank</li> </ul>	<ul style="list-style-type: none"> <li>- Video screening on Child Sexual Abuse</li> <li>- Video screening on Sanitation</li> <li>- Presentation on types of Parenting</li> <li>- Presentation on Causes, Consequences and preventions of Early Marriage</li> </ul>
Kakoi 2	<ul style="list-style-type: none"> <li>- Early Marriage</li> <li>- Accessibility</li> <li>- Substance abuse</li> <li>- Health accessibility</li> <li>- Cleanliness</li> <li>- Scarcity of safe drinking water</li> <li>- Lack of higher education institution</li> </ul>	<ul style="list-style-type: none"> <li>- Skit on Early marriage and Substance Abuse</li> <li>- Presentation on Substance Abuse</li> <li>- Presentation on Cleanest village</li> <li>- Awareness on Rubber plantation and MGNRGA</li> <li>- Awareness on Organic Farming of Tea</li> </ul>
Kakoi 3	<ul style="list-style-type: none"> <li>- Road connectivity unavailable (connected by hanging bridge to Kakoi 2)</li> <li>- Border dispute with Assam</li> <li>- Lack of safe drinking water (River dried up due to NEEPCO dam)</li> <li>- Electricity cut off for 2-3 months</li> <li>- Inability to provide basic medicines by sub centre</li> </ul>	<p>Interventions in Middle School:</p> <ul style="list-style-type: none"> <li>- Personal Hygiene and Good Manners</li> <li>- Career guidance</li> <li>- Time management</li> <li>- Importance of reading</li> <li>- Respecting Parents, Elders</li> </ul>

### Inability to avail Loans from bank

In FGDs, women said that they have 4 SHGs in the region, from which they belong to one „Kamchi SHG“. They said SHG was initiated by Mr. Dangbai Mathew, a Naga person and after 3 years it was taken over by Mr. Tamchi Nyanya, Idea group and after the dissection of Kakoi into different region in 2006, the SHG is sustained by 10 members and is recently being supported by NEIDA, Tata Trust through various funds Rupees One Lakh twenty thousand (Rs. 1,20,000/-) only for piggery and orange cultivation. The

members informed that they collect Rs 100 each person per month and farming also serves as their source of income, and also they provide loan @ 3%. When asked by the student trainee about other funds, Mrs Yaya informed that they have not received any loans or help from the governmental authority or rural banks, either. To this the SHGs was acknowledged to approach the bank with mandatory documents

and proofs of their SHG functioning. They were also informed to participate in Sarkar Apke Dwar for more information and solutions. Video screening on Child Sexual Abuse Good Touch: Hugs and Kisses from Parents and Relatives, Elders patting you for the good that you did, friends and people shaking your hand briefly and mother/father/siblings making you bath. Bad Touch: Hugs and kisses that make you uneasy and uncomfortable, patting or touching in open body parts, hand shaking with dirty eye contact and scratching your inner palm. Video screening on Sanitation The points highlighted by the SW Trainees were how to maintain Personal Hygiene, when and how to wash hands, Prevention of diseases through maintaining daily hygiene, Practice of good habits. Presentation on types of Parenting After the rally, the responses that received from the people of Kakoi, the SW Trainees realized that the gap between the parents and their children. So, the Trainee decided to give a Social Awareness on Types of Parenting to bridge the gap between the generation after knowing the category they belong to and the amendments they can make: Authoritarian Parents, Authoritative parents, Permissive Parents, Uninvolved parents Presentation on Causes, Consequences and Preventions of Early Marriage which is one of the biggest issues faced by the people of Kakoi

– **Causes:** Communication gap between parents and child which leads to more close relationship with friends which may influence them commit early marriage unconsciously, No proper guidance during Adolescent period.

– **Consequences:** Career Destruction, Premature Birth, Death at Childbirth, dependence on parents, abusive relationship with partner etc.

– **Preventions:** Sex Education, Love Education, proper guidance by parents.

### **Learning**

The five day rural camp provided an opportunity for the students to experience the lived rural realities. Early to bed and early to rise with morning exercise had exposed them to experience a healthy body and mind. The transact walk to the village had also provided them an opportunity to know the topography of the region and the hardships of life in tilling, cultivating and harvesting the agricultural crops amidst challenges in keeping away the wild and tamed animals from destroying the crops. Students were sent to visit homes in morning, noon and evening to so that they understand how people

in the village work hard to fulfill all their needs. Students“ admitted that villagers can be met early in the morning and evening but during noon time, they are not at home as majority of them go to the field during the day. To learn teamwork, cooperation and attitudinal building, the students were divided into groups to perform all their daily chores in team. On the third day, the students conducted a „Shramdan“ in the village at the river banks and the shop area where it was mostly littered with garbage. The aim of the day was to build an insight among the village people that they should be their own scavengers. Street play on keeping our village clean also supported the theme. In this „Shramdan,“ it was observed that children, women and men participated in cleaning their environment. Towards the end of Shramdan, one shopkeeper had provided the students with a cup of tea and snacks and some of them appreciated the cleanliness drive. Later in the noon, when the students were back in the camp for lunch from Shramdan, a group of youth approached and appreciated the students for the same and acknowledged that it was their duty as youth of the village to clean and not the students. They were touched by this act of the SWT. Thus, it could be evaluated that the objective to inculcate the spirit of community participation and strengthening the village community to solve their problems had been successful. Also it enabled the students to work in team and to gain an insight on acknowledging the masses through action. Action in the non verbal cues is loudest means of communication than verbal. Providing an opportunity to apply the various tools of PRA of their convenience, the students were encouraged to develop their skills in planning, assessment, analysis, implementation and evaluation. Conducting the tools of PRA and FGDs, the students were tuned to develop their interviewing, observational skills and to be guided by social work values, principles and code of ethics. Students were also assigned to document their report day wise and compiled report in their respective group and also submit their individual report to the camp coordinator. This could develop their reporting skills.

The following are some feedback from the villagers:

- a. The students have been acknowledged for their street play performance at „Sarkar Apke Dwar“. A Range forest Officer (RFO), a participant in the meeting had invited the students to participate in an awareness programme on sanitation and environmental issues that their department shall organise in the following month.
- b. The youth of the village had arranged a lunch on 8<sup>th</sup> February 2019 for the department. They said it was a sign of gratitude for the awareness programme and Shramdan the department had conducted in their village.



c. A villager responded to the students' slogans, "Beti Bachao Beti Padhao". He said, "We sent them to school to study but it is they who leave school midway and get married in early age. They are to be blamed, not us". The response from the village affirms the fact that the villagers accepted the presence of early marriage and drop out prevalent in Kakoi. It could also be observed that there was a gap between parents and children and the mechanism they use as solution is blaming which is ineffective.

d. During the awareness programme in the form of skit on „Interrelationship between Substance abuse and Early marriage“, a woman asked to go over to the stage and then admitted the issues of the village saying, „what the students have depicted is true and it's time for us to intervene.“ This depicts the outcome of students' effort to create awareness on substance abuse and drop outs.

### **Conclusion**

The rural camp concluded with the valedictory programme which was attended by the Interim Committee Members, Gaon Bhuras of Kakoi, Dr. Kaushalendra Pratap Singh, the Head of Social Work Department, RGU, Ms. Chapiak Lowang, Field Work Coordinator and Assistant Professor and Faculty Members from Kakoi Middle School. Dr. Singh welcomed the dignitaries and the other community members. He shared on the importance of rural camp and how social workers can bring the change in the existing social situation for developing a utopian village. He also thanked the members of Kakoi Village, Officials of Kakoi Circle, Members of Self-Help Groups, School Teachers, and Members of Student Associations for warm support and cooperation during the camp which showed true community participation in the form of social capital, which is instrumental for community development. Interim Committee Members and Gaon Bhuras of Kakoi expressed their happiness for choosing Kakoi to conduct Rural Camp and thanked the department for providing awareness to the various groups on different important issues such as health, education, cleanliness, policies, programmes and for mutual learning and experience sharing during the camp. More than one hundred fifty members were present in the valedictory programme comprising of women self-help groups, members of various student associations, students from Kakoi Middle School, the staff from Circle Office, and staff from the Health Centre and students of Social Work Department. The programme concluded with the vote of thanks proposed by the Field Work Coordinator and Assistant Professor, Ms. Chapiak Lowang of Social Work Department. This marked the successful completion of the Rural Camp 2019. Students participated in activities such as community mobilization, cleaning the surroundings, performed cultural programmes, practiced participatory rural appraisal and also learnt many aspects from the indigenous village community. The Rural Camp at Kakoi was a huge learning experience for all the students. They interacted extremely well with the local people as well as adjusted admirably to the rural setting. The most important benefit of the camp was



that the students learnt to work as a team in a different surrounding and adapt to the weather and food. Students did a commendable job in mobilizing the community people and children where there was a huge gathering of people to attend the programmes that was organised in the camp every evening. During the programme, students performed awareness programmes on cleanliness, early marriage and substance abuse. The rural camp was a very good option for the students to exercise their social work principles and skills and they benefited by the experience. Department of Social Work will be providing many more learning opportunities to the social work trainees through various academic activities in the future. These exposures will help to capacitate them professionally in addressing the concerns of the society and emerge as committed social work practitioners.

